Unit 4: ¿Quieres ir conmigo?

Content Area: **Spanish**
Course(s): **Spanish**
Time Period: **Generic Time Period**
Length: **Weeks**
Status: **Published**

Unit Overview

In this unit, students will learn about activities that students participate in outside of school, when they take place, and the cultural perspectives on after-school activities, regional crafts and products. The unit presents to the students ways to extend and decline invitations.

Standards

WL.7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
WL.7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
WL.7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
WL.7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
WL.7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age - and level - appropriate classroom and cultural activities.
WL.7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
WL.7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
WL.7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.
WL.7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia - rich presentation to be shared virtually with a target language audience.
WL.7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role - plays using familiar vocabulary orally or in writing.
WL.7.1.NH.C.3	Describe in writing people and things from the home and school environment.
WL.7.1.NH.C.4	Tell or retell stories from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NH.C.5	Tell or write about cultural products associated with the tar get culture(s) and identify how the products and practices are derived from the cultural perspectives.

Essential Questions

- What do Spanish-speaking students do during their leisure time?
- How is the social life of teenagers in the US the same or different from that of Spanish-speaking teenagers?

Application of Knowledge and Skills...

Activities

- SmartBoard Picture Prompt: label the activities that people are doing in the pictures. Write the location in which they can complete each activity.
- Students will be given four invitations, which they must accept or decline according to their personal preferences (see attached for sample questions).
- Find clip art or draw pictures that represent fifteen of the vocabulary words from the unit, switch papers with another student and have them write in the matching vocabulary word.
- Create a dialogue between you and a friend. In the dialogue invite your friend to do something with you. Respond as though your friend can't go, and give an excuse (see attached for directions).
- Work with a partner to create a study guide for the unit test.
- Survey your classmates to find out what kind of activities they do for fun. Create a bar graph to illustrate the survey results.
- Read dialogue using the vocabulary in context and identify what the vocabulary words mean without using notes.
- Use the Internet to research and find five Spanish words that have been borrowed from English. Share your list with the rest of the class.
- Complete textbook listening activities for new vocabulary words.
- A jugar!: Read the skit and act out the different characters.
- Complete interactive activities in text chapter 4B (pages 196-219).
- Complete worksheets from Teacher Guided Activities book that correspond with the unit.
- Complete activities from practice and WAV workbooks.
- Play Bingo games for vocabulary review prior to an assessment.
- Write five sentences stating what you will do in the near future using ir+a+infinitive. Share sentences with the rest of the class.

Create a dialogue of an invitation

Accept or Decline the invitations

Activities to Differentiate Instruction

- Provide students with skeleton notes.
- Provide opportunities for students to work together in teacher-designed groups (Design groups according to: ability, learning style, etc)
- Provide tiered activities and homework.
- SmartBoard activities
- Spanish "experts"

Integrated/Cross-Disciplinary Instruction

- Language Arts - Spanish words borrowed from English

Resources

- *Realidades* 1 Textbook
- Textbook online website (PHSchool.com)
- Teacher Guided Practice Book
- Practice Workbook to accompany text
- Writing, Audio, Visual Workbook to accompany text
- Audio exercises
- Flashcards
- SmartBoard
- exchange.smarttech.com (SmartBoard activities)

Teaching the verb Jugar on SmartBoard